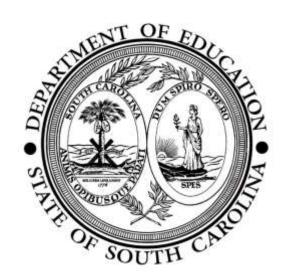# Grade 2
Narrative Writing – Using Retellings to Write a Personal Narrative

Instructional Unit Resource for the
South Carolina College- and Career-Ready Standards for English Language Arts

South Carolina Department of Education
Office of Standards and Learning
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| **Grade 2: Narrative Writing:** |
| **Using Retellings to Write a Personal Narrative** |

Unit Rationale/Overview:

This unit focuses on narrative writing with an emphasis on retelling stories and analyzing literary texts. The purpose of this unit is for students to analyze literary texts while exploring author's craft to write a personal narrative. The culminating assessment of this unit will require students to craft a personal narrative.

Throughout this unit, second grade students will be immersed in literary texts that demonstrate the qualities of narrative writing. Prior to writing their own personal narratives, students will have opportunities to retell stories. This process of retelling influences comprehension and improves expressive language while also providing students opportunities to select important information and integrate it within their writing,

Teacher modeling, using personal stories and thinking aloud about the writing, is crucial to the implementation of this narrative unit, in terms of drafting, as well as demonstrating craft and revision. The teacher will serve as the expert writer, who both models and writes with students as she/he instructs them in the writing process.

Through collaboration, analysis of literary texts, and authentic reading and writing tasks within this unit, students will learn skills to be successful and proficient readers, writers, and communicators. These traits will also assist students in developing the world class skills listed in the Profile of the South Carolina Graduate.

http://ed.sc.gov/scdoe/assets/File/newsroom/Profile-of-the-South-Carolina-Graduate.pdf

Estimated time frame: two to three weeks.

Standards and Indicators

Targeted implies that these standards are the focus of the unit.

Embedded implies that these standards will be naturally integrated throughout the units.

Targeted Standards/Indicators

Reading-Literary Text

2.RL.7   **Analyze the relationship among ideas, themes, or topics in multiple media and formats, and in visual, auditory, and kinesthetic modalities.**

2.RL.7.1   Retell the sequence of major events using key details, determine the theme in a text heard or read.

2.RL.9   **Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.**

2.RL.9.2   Explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the sense, influence the reader, and contribute to meaning.

2.RL 12 **Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.**

2.RL 12.1   Describe the overall structure of a narrative including how the beginning introduces and the ending concludes the action.

2.RL 12.2   Recognize characteristics of crafted text structures such as diary, seesaw text, and circular texts.

Writing

2.W.3 **Write narratives to develop real or imagined experiences or events using effective techniques, well-choses details, and well-structured event sequences.**

2.W3.1   Explore multiple texts to write narratives that recount a well-elaborated event or short sequence of events; include details to describe actions, thoughts, and feelings; use temporal words to signal event order; and provide a sense of closure.

2W.3.2   Plan, revise, and edit, focusing on a topic while building on personal ideas and the ideas of others to strengthen writing.

Embedded Standards/Indicators

Inquiry-Based Literacy Standards

2.I.1 **Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.**

2.I.1.1   Ask self-generated questions that lead to group conversations, explorations, and investigations.

2..I.2 **Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.**

2.I.2.1   Engage in daily explorations of texts to formulate questions from texts and personal experiences; generate possible explanations and consider alternatives.

2.1.3 **Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.**

2.I.3.1   Develop a plan of action for collecting relevant information from multiple sources through play, observation, texts, websites, and conversations with adults/peers.

2.I.3.2   Select the most important information, revise ideas, and record and communicate findings.

2.I.4 **Synthesize information to share learning and/or take action.**

2.I.4.1   Interpret relationships and patterns discovered during the inquiry process.

2.I.4.2   Use appropriate tools to communicate findings and/or take informed action.

2.I.4.3   Reflect on findings and pose questions for further inquiry.

2.I.5 **Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, individually and collaboratively.**

2.I.5.1   Acknowledge and value individual and collective thinking.

2.I.5.2   Monitor and assess learning to guide inquiry.

2.I.5.3   Articulate the process of learning and seek appropriate help.

Reading- Literary Text

2.RL.5	**Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.**
2.RL.5.1	Ask and answer literal and inferential questions to demonstrate understanding of a text; use specific details to make inferences and draw conclusions in texts heard or read.
2.RL.13	**Read independently and comprehend a variety of texts for the purpose of reading for enjoyment, acquiring new learning, and building stamina, reflect and respond to increasingly complex text over time.**
2.RL.13.1	Engage in whole and small group reading with purpose and understanding.
2.RL.13.2	Read independently for sustained periods of time to build stamina.
2.RL.13.3	Read and respond according and purpose to become self-directed, critical readers and writers.

Writing

2.W.6	**Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.**
2.W.6.1	Write routinely and persevere in writing tasks over short and extended time frames, for a range of domain-specific tasks, and for a variety of purposes and audiences.

Communication

2.C.1	**Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations: build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.**
2.C.1.1	Explore and create meaning through conversations, drama, questioning, and storytelling.
2.C.1.2	Practice the skills of taking turns, listening to others, and speaking clearly.
2.C.1.4	Participate in shared conversations with varied partners about focused grade level topics and texts in small and large groups.

Clarifying Notes and "I Can" Statements

Clarifying Notes

The lesson format is that of gradual release. The Gradual Release Model is when a teacher models for students as a whole group, has them practice in a small group, and then work independently (Levy, 2007). The modeling portion (I do) is a mini-lesson shown by the teacher and should emphasize how to *think through* the process while demonstrating it. The guided practice (we do) might include teacher and students.' Working together, students' working in small groups, or both. It is recommended, but not required, that students complete the independent practice (you do) on their own to determine their individual mastery of the "I can" statement (and standard). Naturally, this format is not required, and teachers who

choose to use the included lessons or structure should determine which suggestions fit best within the gradual release components (or other instructional method) based on their knowledge of students. Refer to Gradual Release Model at
http://www.sjboces.org/doc/Gifted/GradualReleaseResponsibilityJan08.pdf

Reminders:
- Encourage students to begin using the words "story" and "text" interchangeably.
- Anchor charts are visual references that are used as a tool for students to receive ongoing support as they develop in their understanding. Ideally, anchor charts are made with students and may be displayed as needed or determined by the student work.

A narrative is a story with a beginning, a series of events, and an ending. Narratives may be fiction or nonfiction, and usually tell about important events from a character's (or subject's) life. Narrative stories may be composed in the structural form of a circular, seesaw text, or diary. Genres of narrative include personal narrative, memoir, testimonial, oral history, biography, and narrative fiction. Within narrative fiction, the categories are realistic fiction, historical fiction, folktales, fantasy, fables, and myths.

The strategies listed within this unit can be taught within Writer's Workshop. When Writer's Workshop is integrated with reading, students construct meaning in a more authentic way. The components of Writer's Workshop are read aloud/mentor texts, mini-lessons, independent writing, conferring, guided writing, and sharing/publishing.

For a complete Writer's Workshop personal narrative unit, see the following links:
http://northernenglishpowell.wikispaces.com/file/view/PersonalNarrativeDetailedLessons.pdf
http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/2nd/Resources/Explicit%20Instruction%202nd%20Grade%20Personal%20Narrative.pdf

A mentor text should be a text that the students are familiar with from prior experiences. In her book *What You know By Heart,* Katie Wood Ray says that mentor texts become our coaches and our writing teachers. They provide opportunities for students to see what kinds of writers they can become as they imitate the text and continue to find ways to grow. When a student learns to write from a mentor text, the teacher should provide multiple mentor texts. A variety of strategies can be learned from more than one author and text. For this reason, a number of possible mentor texts are listed in this unit. (Ray, 2002).

Encourage students to read like a writer and have collaborative conversations through "Turn and Talk." (Routman, 2003)
Teaching Tips:
- Before you begin, model "turn and talk" with another adult or student. Emphasize the importance of having a two-way conversation with one person speaking at a time. Assign students a "turn and talk" partner or small group.
- During read aloud, stop several times at natural breaking points and pose queries for students to "turn and talk" about, asking the following:

- Where do you think this author got his/her ideas for this book?
- Listen to this! Let me reread the beginning of this book. Did the lead make you want to read the story?
- Did you hear any words that you want to remember and use in your writing?
- Can you picture this setting/character/event in your mind? How did the author help you do that? What words did the author use?
- Notice the way the sentences flow. How do you think the author did that?
- Does this writing have voice?

"I Can" Statements
"I Can" statements are learning targets of what students need to know and accomplish as it related to the standards/indicators.

Reading Literature:
- I can retell the sequence of major events using key details. (2.RL.7.1)
- I can explain how words, phrases, conventions, and illustrations communicate feelings, appeal to the senses, influence the reader, and contribute to meaning. (2.RL.9.2)
- I can describe the overall structure of a narrative, including how the beginning introduces and the ending concludes the action. (2.RL12.1)
- I can recognize characteristics of crafted text structures, such as diary, seesaw text, and circular texts. (2.RL.12.2)

Writing:
- I can write a narrative with events that describe actions, thoughts, and feelings. (2.W.3.1)
- I can write one event or a short sequence of events in my narrative. (2.W.3.1)
- I can use temporal words to signal event order in my narrative. (2.W.3.1)
- I can provide a sense of closure in my narrative. (2.W.3.1)
- I can plan, revise, and edit my narrative story. (2.W.3.2)

Essential Questions

These are **suggested** essential questions that will help guide student inquiry.
- How does retelling the sequence of major events in a story help me to understand what I read?
- How do writers use narrative writing to make sense of personal experiences?
- How do authors' language and words, phrases, conventions, and illustrations affect our understanding of text meaning?
- How do the beginning and the ending describe the structure of a narrative text?
- How does a circular text help you write a personal narrative?
- How does a seesaw text help you write a personal narrative?
- How does a diary text help you write a personal narrative?

Academic Vocabulary

Some students may need extra support with the following academic vocabulary. Teaching vocabulary in an instructional context is recommended rather than teaching in isolation. An appropriate time to deliver explicit instruction would be during the modeling process.

sequence
details
events
narrative
closure
concludes
action
senses
temporal words- examples include sometimes, immediately, soon, often, also, at that exact moment, next, last, early, later, the next morning, that evening, when, after that, another time, before, suddenly, yesterday
seesaw type text structure- predictable balance of information that moves back and forth, back and forth, between chunks that work together in some
way. The back and forth pieces have some kind of relationship, and in which one side of a relationship is expected to follow another.
diary type text structure- a book or journal where an individual keeps a record of their events, feelings, and experiences
circular type text structure - stories follow a predictable series of events that return to the starting point.

Prior Knowledge

In first grade, students are expected to retell texts, identifying the beginning, middle, and ending of stories read or heard. Students should be able to paraphrase and know how to determine what information is considered "key" in retelling. The ability to identify characters, setting, and plot helps first graders become more accurate and complex in their retelling. The retelling helps students to explore multiple texts in order to write a narrative with real or imagined experiences that recount two or more sequenced events, including details, use of temporal words to signal event order, and provide a sense of closure.

Subsequent Knowledge

In third grade, students will be expected to explain how illustrations create mood or emphasize aspects of characters or setting. They are expected to be able to identify and explain how the author's choices of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting. Students will also be expected to identify text structures of various genres, using the terms paragraph, chapter, scene, and stanza They should be able to describe how each part transitions and identify crafted text features, such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text. Students will be

expected to write a narrative to develop real or imagined experiences or events, using effects techniques, well-chosen details, and well-structured event sequences.

Potential Instructional Strategies

Instructional Strategy: "One Word Notes"
Learning Target: I can retell the sequence of major events using key details in a text heard or read. (2.RL.7.1)

Model (I do):

- Choose a suitable selection of texts by an author whose high-quality work has strong meaning-based illustrations. The teacher will use one text during modeling. Students will need texts by the same author to access in groups.
- Explain to students that part of understanding what they read is being able to retell the sequence, using important events and details from the text. State a purpose: "I'm going to read aloud to you the text, _____. As I do, I want you to watch me recognize key details and important events in the order or sequence they are happening. Listen closely for words that tell you when things happen such as first, next, and then. After I finish reading, I'm going to show you how I use *One-Word Notes* to help you remember the important events in order they happened. When I remember important events, it is easier for me to retell others the major events in the sequence of when it happened."
- Conduct an interactive read aloud and stop at certain points to model remembering key details and sequence of events. Some examples of cognitive prompts are "This seems like an important event…", "I'm noticing a pattern of events…", "I need to remember…." "this is a word that gives me a clue about sequence…"
- At the conclusion of the read aloud, the teacher should then create an anchor chart/list of "one words" that are important to retelling the story. The teacher should include both key events, as well as sequencing one words.
- Once the "one words" anchor chart/list is complete, the teacher should model reading each word and explain how that one word can be used to retell the text in sequence.

Guided Practice: (We do)

- Students should have a selection of texts from which to choose. Students will partner-read, stopping to discuss what they believe to be key events or important details. Students should discuss key events as they occur in the text.
- After reading, partners will create a "one words" list, based on key events and details from the text read.
- The teacher then pulls the group back together and gives partners a chance to turn and talk to develop a retelling of the text read. Remind the students to make sure they are retelling and using the correct sequence of events.

- Students will take turns retelling their text for the group. The teacher should build engagement by asking clarifying questions and allowing the group to briefly discuss whether that may be a text they would like to read.
- Teachers should return to the "One Word Notes" strategy during small group instruction for those students who may need additional scaffolding.

Independent Practice: (You do)
- Students should be expected to use "One Word Notes" while they read independently. Students should be able to retell a story in correct sequence.
- The teacher will conduct writing mini-conferences with several students to assess their ability to retell stories.
- The teacher will document the results of the conference to assess their ability to retell stories and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Identify a narrative text using beginning, middle, and end and the terms "experience" and "moment."
Learning Target: I can identify a narrative story using beginning, middle, and end. (2.W.3.1)

Note:
Prior to teaching narrative writing, students need ample opportunities to be immersed in narrative stories through mentor texts.

Model (I do)
Preparation: Select a collection of mentor texts that illustrate personal narratives. (Refer to list in Resources)
- After reading each mentor text, create an anchor chart with several personal narratives and/or realistic fiction stories. Label the chart beginning, middle, ending, and experience or small moment in time. The teacher will guide a discussion about the word, "moment."

Name of Book	Beginning	Middle	End	Personal Experience OR Small Moment

- Using the anchor chart, have students "turn and talk" to brainstorm characteristics of a personal narrative and to identify the beginning, middle, and end of the narrative. (This could be recorded within their own Writer's Notebook or on another class anchor chart.

Guided Practice (We do)

- Students will brainstorm with a partner and "turn and talk" about their own personal experiences or three moments that they would like to write about, emphasizing the beginning, middle, and end of the story.
- After sharing their three experiences/moments with their "turn and talk" partnesr, students will select and write about one memory. Using their own paper, students will create narrative graphic organizers to think through their stories. Students will then retell their memory to their "turn and talk" partner, using a narrative graphic organizer as a composing form. Beginning, middle and ending graphic organizers can be found at
  https://www.google.com/search?q=beginning,+middle,+and+end+graphic+organizers&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj788qO95HOAhXIez4KHXBrDvEQsAQIGw&dpr=1

Independent (You do)

- Students will peruse their Writer's Notebook to determine if narrative pieces they have already written can be identified as having a beginning, middle, and end. Students will also determine if the story is an experience or a moment in time. Provide time for students to discuss their findings.
- The teacher will conduct writing mini-conferences with several students to assess their ability to identify the beginning, middle, or end of a narrative.
- The teacher will document the results of the conference and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Powerful beginnings and endings of narratives (2.RL.12.1)

Learning Target: I can describe the structure of a narrative as the beginning introduces and the ending concludes the action. (2.RL.12.1)

Note:

Gather a collection of read a-louds that show powerful beginnings or endings in a narrative text. A list of texts is included within the Resource section of this unit.

This mini-lesson may take place over a few days. Optional: teach beginnings and endings on separate days of instruction.

Model (I do)

- Conduct read alouds from favorite texts that show evidence of good beginnings and endings of narratives. Explain to the class how the beginnings and endings encourage the reader to continue reading whether it is a text or narrative piece of writing. Show examples of how the <u>beginning introduces the writing piece and the ending concludes the action.</u>
- In a whole class discussion, record the good beginnings and endings on chart paper or on an anchor chart. Label the anchor charts, "Good Beginnings" and "Good Endings." Explain to the class that "Good Beginnings" do three things: 1. They catch attention; 2. They make the reader want to read more, and 3. They are appropriate to purpose and audience. Create an anchor chart which explains how some good beginnings start. These may include, but are not limited to, an interesting description, a sound, an exclamation, a thought, a complaint, a surprise and/or a question. Show examples from mentor texts.
- Explain that in "Good Endings," the reader and writer should be able to 1. infer that the story was complete/finished; 2. show the reader/writer wanting more; and 3. evoke feelings, such as happiness, sadness, joy, and etc.
- Select another mentor text, and read the beginning and ending, while modeling a think aloud of how you would ask questions to determine if the text had a good beginning or ending. Write the information on the anchor chart.

Name of Book	Good Beginning Example	Good Ending Example

- Later, while conferring with students during Writer's Workshop, have students code in their Reader's Notebook texts which could be classified as "Good Beginnings" and "Good Endings."

Guided Practice (We do)

- With partners, have students select mentor texts made available to them to identify "Good Beginnings" and Good Endings." Using sticky notes, have students code the information and record their favorite beginnings and endings in their Writer's Notebooks. Have students share their "Good Beginnings" and "Good Endings" in whole class discussion.

Independent (You do)
- Have students craft a "Good Beginning" and a "Good Ending" based on their recorded "Good Beginnings" and "Good Endings" from their Writer's Notebook. They should use a writing piece from their Writer's Notebook. They should choose a writing piece from their Writer's Notebook.
- The teacher will conduct writing mini-conferences with several students to assess their ability to identify good beginnings and good endings.
- The teacher will document the results of the conference to assess their ability add a good beginning and ending to their narrative piece and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Identifying types of reading structures: seesaw, circular, and diary
Learning Target: I can recognize a diary, seesaw texts, and circular texts. (2.RL.12.2)

Note:
The use of this strategy may need to occur over consecutive days. Teach each type of text structure separately, using this same strategy.

See Resource section of this unit for the specific type of text structure.

Preparation: Gather types of text structure texts for separate lessons; have a variety of texts for the Guided Practice section of lesson.

Model (I do)
- Gather five to ten mentor texts of selected text feature (seesaw, circular, or diary). Read aloud one of the texts and ask students what they noticed about how the text was structured.
- Explain that this type structure is called a _____ (seesaw, circular, or diary) and is a common technique used by writers. Some writers use it throughout the entire book; others use in just a section of a book. Discuss the structure and have students provide examples.
- Select another book with the same pattern, and read it aloud to class. Conduct a think aloud, explaining how you know this type of text structure. Pose questions to students about they could identify this type of text structure.

Guided Practice (We do) Provide a guided practice activity after all text structures have been modeled.

- Distribute a variety of type features texts (five to seven) to student groups. Using sticky notes, have students identify the type of text structure and justify their reasons. Share information about findings in a whole class discussion.

Independent (You do)

- Using the information about types of text structures, have students use a chosen text structure to create a story or use the text structure in a piece from their Writer's Notebooks.
- The teacher will conduct writing mini-conferences with several students to assess their ability to use text types structures in their narrative writing.
- The teacher will document the results of the conference to assess students' ability to use text type structures and provide scaffolding as needed through guided writing or additional mini-lessons.

Instructional Strategy: Mini-lesson: Sensory images contribute to meaning
Learning Target: I can explain how words, phrases, conventions, and illustrations contribute to meaning. (2. RL. 9.2)

Note:
Preparation: Make copies of a student's narrative. (Suggestions: Teacher may want to create the sample, or use a sample from a student in another class.) Gather a collection of texts that have sensory images in them. See Resource section within this unit for text suggestions.

Model (I do)

- Read to students a text that has numerous examples of sensory images. Prior to reading, tell the class that you will not show the text or illustrations as you read it aloud. Encourage the students to create a mental picture about what they visualize or feel. Read each page. Allow students time to think about what they visualized or felt. Then have students describe their visualizations and feelings. Read through the entire book using this approach.
- Reread the text a *second* time and tell the class that they are going to analyze the book and provide you with examples of words, phrases, and illustrations that helped them contribute to the meaning of the text, using their five senses.
- Stop and reflect after each page to write students' responses on an anchor chart. Have students explain how the words and phrases contributed to meaning.

Author:	
Title :	
Examples of Sensory Details	
Sight	
Sound	
Smell	
Taste	
Touch	

Guided Practice (We do)

   Distribute copies of the sample student writing piece. Individually or in pairs, have students add sensory details to the writing piece. Have students share in whole class how and where they added sensory details.

Independent (You do)

- Have students look in their Writer's Notebooks for previously written narrative pieces where they could revise and add sensory details. Allow students to share examples of how and where they added sensory details.
  Citation: http://www.readwritethink.org/classroom-resources/lesson-plans/creating-feast-senses-with-30785.html
- Conduct writing mini-conferences with several students to assess their ability to use text sensory images in their narrative writing.
- Document the results of the conference to assess their ability of using sensory images in their narrative writing and provide scaffolding as needed through guided writing or additional mini-lessons.

Instructional Strategy: Mini-lesson: Write an event or sequence of events.
Learning Target: I can write one or a short sequence of events in my narrative. (2.W.3.1)

Note:
This lesson takes multiple days to complete.

Model (I do)
- Explain to students how good writers take their own life experiences and write about them. Remind students that in a personal narrative, words such as I, me, and/or my are used to write a real or imagined event.
- Create a list of memorable events from your life. While thinking aloud, decide on the event to write about. Examples may include starting school, the first day of teaching, losing a tooth, or having a pet hamster.

Guided Practice (We do)
- Have students visualize an event or experience in their lives. Encourage students to think about the event as being something that happened just this week or a very long time ago. Have students share experiences with the class.
- Have students "turn and talk" with their partners.
- Have a few students share their narrative ideas with the whole class.

Independent (You do)
  Have students write a list of their event ideas in their writer's notebook.

Model (I do)
- Make a reference to a prior lesson (creating list of personal events). Explain that today, students will select one of their ideas from yesterday, and will write about an event, using that information.
- "Yesterday we made a list of personal narrative ideas or experiences from our own lives. Today we are going to choose one idea to orally share and then write about. As a writer I look at my list and think about which experience is of most interest to me and would be of interest to my readers. I would like to tell you more about the time I broke my arm."
- Tell the narrative aloud to the class, remembering to have a beginning, middle, and end. "Now that I have retold my narrative to myself, I can now write about it."

Guided Practice (We do) Consecutive Day:
- Have students take out their list of event ideas. Provide time for students to add new ideas and to decide on a choice.
- Students will "turn and talk" to tell the event to their partner being sure they tell the beginning, middle, and end of the story.

Independent (You do)
- Have students write the event that they just retold to their "turn and talk" partner. Place in Writer's Notebook.
- Conduct writing mini-conferences with several students to assess their ability of writing one or a short sequence of events in their narrative writing.
- Document the results of the conference to assess their ability of writing of one or of a short sequence of events in their narrative writing and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Using temporal words
Learning Target: I can use temporal words to signal event order in my narrative. (2.W.3.1)

Note:
Prior to this lesson, cut a familiar story apart into four to eight key sections. Be careful not to focus solely on transition words, which are geared more for expository writing. See Academic Vocabulary section for examples of temporal words.

Preparation: Gather a collection of mentor texts that include temporal words to signal event order.

Model (I do)
- Explain to students how authors use words and phrases to help move the action forward or to sequence information. These words can also show time passing. Read a mentor text, and have students identify key words and phrases in the story. List temporal words on an anchor chart.
- *Read a second mentor text* without the temporal words and phrases.
- Ask the students how deleting these words and phrases hinders the meaning. Go back to the second text; add the temporal words and phrases and read it again. Discuss the difference that temporal words make to signal event order.
- Show a piece of narrative writing, and look for evidence of temporal words and phrases. Using a think aloud approach, read the piece aloud and find places where temporal words would clarify the meaning or help move the action along. Encourage students to use the chart when they need to add temporal words and phrases to help them clarify their narrative piece.

Guided Practice (We do)
- In groups of two, have students put pieces of a familiar story back together in their original order. Have students highlight the temporal words and phrases that help move the action forward or sequence information.
- Discuss how temporal words make meaning for the reader.

Independent (You do)
- Have students take a piece of writing they have in their Writer's Notebook and find places where temporal words and phrases would clarify the piece and help move the action forward. Add temporal words and phrases to the narrative piece.
- Conduct writing mini-conferences with several students to assess their ability to use temporal words in their narrative writing.
- The teacher will document the results of the conference to assess their ability to use temporal words in their narrative writing and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Instructional Strategy: Mini-lesson: Writing a closure
Learning Target: I can provide a sense of closure in my narrative. (2.W.3.1)

Note:
The use of this strategy could take place over multiple days.

Preparation: Gather a collection of familiar read alouds.

Model (I do)
- Explain the importance of closure within a narrative text. State that to have a sense of closure, we need to look at how authors write closures. Read a multitude of endings from read alouds familiar to the students.
- Discuss how the closure follows the three criteria that we have discussed in the Powerful Beginnings and Endings mini-lesson previously taught.

Guided Practice (We do)

   With partners, have students refer to familiar books. Turn and talk with your partner to discuss how the author provided closure.
   Have students justify their reasons.

Independent (You do)

- Have students take a piece of narrative writing from their Writer's Notebook and rewrite the closure.
- Conduct writing mini-conferences with several students to assess their ability of providing closure in their narrative writing.
- Document the results of the conference to assess students' ability to provide a closure in their narrative writing and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Learning Target: I can write a narrative. (2.W.3.1)

Note:
Procedures: This is a time for students to practice writing a narrative independently based on a prompt.
Preparation: Make copies of the Narrative Writing Time to Write student handout found in the Appendix.

Independent Practice (You do)
- The teacher will read aloud the prompt and clarify the directions.
- This is not a timed assessment; therefore, provide time for students to produce a writing piece which follows the writing process.
- Use a rubric to assess a narrative piece. From the information collected, conduct additional mini-lessons, provide conferences, and additional assistance through small guided writing groups.

Suggestions narrative prompts can be found at http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm

Instructional Strategy: Mini-lesson: Using a Writer's Checklist
Learning Target: I can plan, revise, and edit my narrative story. (2.W.3.2)

Note:
Preparation: Locate a previously written teacher piece; ensure that students have narrative pieces they have previously written; prepare an anchor chart; prepare a sample second grade narrative story that needs to be edited.

The use of this strategy could take place over multiple days.

Model (I do):

- The teacher will show the students a narrative piece he/she has written (with items left off so that editing will be easier).
- The teacher will explain that good writers check their writing to make sure it looks and sounds right before they are finished and ready to publish. Good writers re-read their stories and look for things to fix.
  - The teacher will show the students a piece of writing that the teacher has previously written.
  - He/she will then show students the blank Writer's Checklist.
  - The teacher will re-read the writing. After reading it again, he/she will model how to edit, looking for sentence structure, punctuation, capitalization, spelling, and neatness. He/she will choose one to three items to place on the checklist*.

* Each of these items on the Writer's Checklist need to be taught separately in subsequent lessons.

Guided Practice (We do):

- The teacher will show a sample piece of writing.
- Using the Writer's Checklist, the teacher and the students will edit the writing together.

Independent Practice (You do):

- The students will work independently to edit one of their narrative pieces from this unit.
- The teacher will conduct writing mini-conferences with several students to assess their ability to edit their writing.
- The teacher will document the results of the conference to assess student's ability and provide scaffolding as needed through guided writing or additional mini-lessons of this skill.

Potential Assessment Tasks

CULMINATING ASSESSMENT:

Have students write a personal narrative. **(2.W.3.1, 2.W.3.2)**
Learning Target- Students will write an on-demand narrative based upon a prompt. The writing will be assessed using a Grade 2 Narrative writing rubric.
Materials Needed: Teacher –Grade 2 Narrative Writing Rubric and Grade 2 Narrative Writing Teacher Directions located in the Appendix.
                        Student - Narrative Time to Write student handout located in the Appendix.

Procedure:

1. Reads aloud the prompt and clarify the directions.
2. Allow three minutes for students to turn and talk about the prompt and how they will plan and write their narrative.
3. This is not a timed assessment therefore; provide time for students to produce a writing piece which the follows the writing process.

Formative Assessment:

(2.RL.7.1): One Word Notes
1. Teachers can take anecdotal notes while students are having discussions and employing the "One Word Notes" strategy to retell texts focusing on story sequencing.
2. Writer's Notebooks could be viewed over time to monitor growth in the ability to retell. Rubrics could be developed that exemplify grade level expectations
3. Teachers should use a teacher-created rubric based solely on identifying setting using iRubric at http://www.rcampus.com/indexrubric.cfm

(2.W.3.1): Identify a narrative story; write an event or sequence of events; use temporal words, write a closure
1. Students make a chart in their independent reading journals of narratives they have read during shared, guided, or independent reading time based on their Reader's Response Journals. Check to ensure list of books are narratives.
2. This strategy may be assessed with a rubric that shows all components of a narrative piece of writing. Use a teacher-created rubric based solely on identifying setting using iRubric at http://www.rcampus.com/indexrubric.cfm

(2.RL.12.1): Powerful beginnings and endings to narratives
1. Use anecdotal records to ensure students are using powerful beginnings and endings to write a narrative.
2. Use a teacher-created rubric based solely on identifying setting using iRubric at http://www.rcampus.com/indexrubric.cfm

(2.RL.12.2): Identify types of reading structures: a diary, seesaw and circular texts
1. This strategy may be assessed using a rubric. A sample of a reading text structure can be found at http://www.rcampus.com/rubricshowc.cfm?sp=yes&code=XX2867W&
2. Use a teacher-created rubric based solely on identifying setting using iRubric at http://www.rcampus.com/indexrubric.cfm
3. Use anecdotal records to ensure students can identify a diary, seesaw, and circular texts.

(2.RL. 9.2): Sensory images
1. This strategy may be assessed using a rubric. A sample of a sensory image rubric can be found at http://www.rcampus.com/rubricshowc.cfm?sp=true&code=D4A6B9
2. Use a teacher-created rubric based solely on identifying setting using iRubric at http://www.rcampus.com/indexrubric.cfm
3. Teacher may use anecdotal records to ensure students can explain sensory images.

(2.W.3.2): Using a Writer's Checklist
Students can assess their own writing by working in pairs, small groups or individually. A Writer's Checklist may be kept in student's Writer's Notebook or on wall in classroom. Student Self-Edit rubric can be found at http://www.readingrockets.org/content/pdfs/studentchecklist-1.pdf

Resources

Professional Texts:
- *The Literacy Teacher's Playbook* by Jennifer Serravallo
- *The Reading Strategies Book* by Jennifer Serravallo

Storytelling:
- *Fireflies!*—Julie Brickloe (referenced in this unit)
- *Sheila Rae and the Peppermint Stick*—Kevin Henkes
- *Knufflebunny*—Mo Willems
- *Shortcut*—Donald Crews
- *Down the Road*—Alice Schertle
- *Red Rubber Boot Day*—Mary Lyn Ray
- *The Wednesday Surprise*- Donald Carrick
- *First Day of School*- Eve Bunting
- *Miss Nelson is Missing*- James Marshall

Personal Narratives
- *My Five Senses*-Aliki
- *The Moon and I*-Betsy Byars
- *I'm the Big Sister Now*-Michelle Emmert
- *When I Was Nine*-James Stevenson
- *A Chair for My Mother*-Vera Williams
- *Today I Feel Silly*-Jamie Lee Curtis

Sensory Images
- *Dogzilla*-Dav Pilkey
- *Working Cotton*-Sherley Anne Williams
- *Night in the Country* - Cynthia Rylant
- *Owl Moon* -Jane Yolen
- *Twilight Comes Twice* -Ralph Fletcher

Diary
- *Diary of a Worm* –Doreen Cronin
  Diary of a Spider – Doreen Cronin
- *Diary of a Wombat* –Jackie French

Seesaw Texts
- *Someday*- Eileen Spinelli
- *When I Was Little: A Four-Year-Old's Memoir of Her Youth*- Jamie Lee Curtis
- *I Am the Dog, I Am the Cat* -Donald Hall
- *Rosie and Michael* -Judith Viorst
- *Grandad Bill's Song* -Jane Yolen
- *That's Good! That's Bad!* - Margery Cuyler
- *Fortunately*- Remy Charlip
- *My Mom Travels a Lot* - Caroline Fellar Bauer
- *Tough Boris* -Mem Fox
- *The Mitten* –Jan Brett
  The Hat –Jan Brett
  Lost Paul –Brett Johnson and Celeste Lewis
  Do Cowboys Ride Bikes –Kathy Tucker
  Our Granny –Margaret Wild

Circular Texts
- *The Trip Back Home* –Janet Wong
  The Relatives Came –Cynthia Rylant
- *Where the Wild Things Are* –Maurice Sendak
- *The Ox-Cart Man* –Donald Hall
  Ms. Berlin Walks –Jane Yolen
  The Night Pirates –Peter Harris
  My Friend Rabbit –Eric Rohmanno
- *A South African Night* –Rachel Isadora
  Magic Tree House series- Jane Pope Osbourne
  Don't Let the Pigeons Drive the Bus- Mo Williams
  The Ant Bully –John Nichol
- *The Sunsets of Miss Olivia Wiggins*- Lester Laminack
- *50 Below Zero*- Robert Munsch

- *Alligator Baby*- Robert Munsch
- *Jonathan Cleaned Up Then He Heard a Sound*- Robert Munsch
- *Stephanie's Ponytail*- Robert Munsch
- *If You Give a Mouse a Cookie* (and others in that series)- Laura Numeroff

Leads and Endings
- *Stelluluna* –Janell Cannon (lead)
- *When Spring Comes* –Natalie Kinsey-Warnock (surprise ending)
- *A Farm of her Own* -NatalieKinsey-Warnock (lead)
- *Grandpa Never Lies* – Ralph Fletcher

Websites
Beginning, Middle and End
https://www.google.com/search?q=beginning,+middle,+and+end+graphic+organizers&biw=1920&bih=934&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwj788qO95HOAhXIez4KHXBrDvEQsAQIGw&dpr=1

Writing a Personal Narrative
http://northernenglishpowell.wikispaces.com/file/view/PersonalNarrativeDetailedLessons.pdf
http://www.amaesd.net/media/TWP/Grade%20Level%20Teaching%20Resources/2nd/Resources/Explicit%20Instruction%202nd%20Grade%20Personal%20Narrative.pdf

Creating a Feast for the Senses with Mentor Texts- ReadWriteThink
http://www.readwritethink.org/classroom-resources/lesson-plans/creating-feast-senses-with-30785.html

Narrative Writing Prompts
http://www2.asd.wednet.edu/pioneer/barnard/wri/narr.htm

Using Mentor Texts to Motivate and Support Student Writers
http://www.edutopia.org/blog/using-mentor-text-motivate-and-support-student-writers-rebecca-alber

Writing with Mentor Texts
http://elaccss.ncdpi.wikispaces.net/file/view/ELA_Webinar_-_Writing_with_Mentor_Texts_April_18_2013.pdf

Using Mentor Texts to Empower Student Authors
http://www.scholastic.com/teachers/top-teaching/2013/10/using-mentor-texts-empower-student-authors

Utah Education Network
http://www.uen.org/Lessonplan/preview.cgi?LPid=13888

Building a Rubric
http://www.rcampus.com/indexrubric.cfm

NARRATIVE WRITING RUBRIC
GRADE 2

SCORE	4 Exceeds	3 Meets	2 Develops	1 Begins
Focus/Setting	• Responds skillfully to all parts of the prompt • Established a situation in a well-elaborated recount of an event or short series of events	• Responds to all parts of the prompt • Recounts a well-elaborated event or short sequence of events	• Responds to most parts of the prompt • Attempts to recount an event or a short sequence of events. Missing information creates confusion.	• Responds to some or no parts of the prompt • Fails to recount an event or a short series of events
Organization/Plot	• Uses temporal words and phrases to signal event order • Event or experience is clearly sequential; all parts (beginning, middle and/or end)are unfold naturally • Provides clear closure.	• Uses temporal words to signal event order • Event or experience is sequential; all parts (beginning, middle and/or end)are present. • Provides a sense of closure	• Limited use of temporal words to signal event order • Event or experience is not kept sequential; or one part (beginning, middle and/or end) may be missing. • Attempts to provide closure	• No use of temporal words or only uses temporal words with no events. • Event or experience is not sequenced or lacks several parts (beginning, middle and/or end). • Does not provide closure
Narrative Techniques	• Includes vivid details that describe actions, thoughts, and feelings about a real or an imagined experience or events	• Includes details that describe actions, thoughts, and feelings about a real or an imagined experience or events	• Includes few or irrelevant details to describe actions, thoughts, and Feelings about a real or an imagined experience or events	• Insufficient or no details about a real or an imagined experience or events
Language Conventions of Grammar and Usage	• Uses a variety of adjectives and adverbs strategically • Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges correct simple, compound, and complex sentences	• Uses adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces, expands, and rearranges simple and compound sentences	• Uses some simple adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences	• Uses adjectives and adverbs inappropriately or not at all • Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language Conventions of Capitalization, Punctuation, and Spelling	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly; few to no errors	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

Adapted from Elk Grove Unified School District in Elk Grove, California.

Think of a friend you have, in and out of school, Tell one story that comes to mind when you think of this friend.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.

- Use the scoring rubric provided to review and revise your writing.

- Use a dictionary or thesaurus as needed.

- Use the Writing Checklist below to make sure you include the elements of good writing.

WRITING CHECKLIST

Does your writing

☐ present a real or imagined experience or event or short sequence of events?

☐ include details to describe the actions, thoughts, and feelings?

☐ have a clear beginning, middle, and end?

☐ use temporal words to signal event order?

☐ have a sense of closure?

☐ show strong command of grammar, capitalization, punctuation, and spelling?

Time to Write Narrative Writing
Grade 2
TEACHER DIRECTIONS

Teacher says:
I am going to read you the story, *My Friend, Jim*. It is written by John.

My Friend, Jim

I have a friend named Jim. He has been my friend since we were babies. I get to play with Jim at school and at home. Jim lives next door to me so I get to be with him a lot. We sit together at school too! We like to do things together. We ride bikes. We play games. We play ball. We sing songs. We have fun together. Jim is my best friend.

Teacher says:
Turn and talk about the story. *(Allow around three minutes for students to discuss story).*

Teacher says:
Listen as I read the writing directions.

In this story, John writes about his best friend, Jim. Think of a friend you have, in or out of school. Write a story that comes to mind when you think of this friend.

Teacher says:
Turn and talk about the story you plan to write. *(Allow around three minutes for students to discuss what they will write).*

Teacher says:
Before you start writing, let's review the Writer's Checklist. Listen as I read the reminders. When you are finished writing your story, please remember to use your Writer's Checklist.

GENERAL DIRECTIONS

- Read the topic carefully before you begin to write.
- Use the scoring rubric provided to review and revise your writing.
- Use a dictionary or thesaurus as needed.
- Use the Writing Checklist below to make sure you include the elements of good writing.

WRITING CHECKLIST

Does your writing

☐ present a real or imagined experience or event or short sequence of events?

☐ include details to describe the actions, thoughts, and feelings?

☐ have a clear beginning, middle, and end?

☐ use temporal words to signal event order?

☐ have a sense of closure?

☐ show strong command of grammar, capitalization, punctuation, and spelling?

Grade 2: Narrative Writing: Using Retellings to Write a Personal Narrative
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